

Heatherley Primary School

Heatherley Drive, Forest Town, Mansfield, NG19 0PY

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are below those typical for their age. Their attainment in English and mathematics is broadly average by the end of Year 6.
- Pupils are taught well. The activities teachers set for them in lessons are interesting and demanding. Pupils receive good advice on how to improve their work.
- Pupils behave well. The school has a calm and orderly atmosphere in which pupils feel safe and can learn without fear of bullying.
- The school is led and managed well. Leaders keep a close check on the quality of teaching. Sharply focused staff training has led to marked improvements since the last inspection.
- The governing body knows the school well and provides a good level of support and challenge.
- Pupils' spiritual, moral, social and cultural development is good. Their self-esteem is promoted well. They cooperate well and listen with interest to the views of others.

It is not yet an outstanding school because

- Pupils make good progress in writing, but do not progress as rapidly as in reading and mathematics. As a result their attainment in writing is not as high.
- Although there is some outstanding teaching, this is not widely spread across the school, and in a very small minority of lessons teaching is still less than good.

Information about this inspection

- The inspectors observed teaching in all classes. They observed 16 lessons, two of them jointly with the headteacher, and made brief visits to several more. They closely examined the work in pupils' books.
- They held discussions with pupils, parents and carers, school staff, governors, and an officer representing the local authority.
- The inspectors looked carefully at a wide range of documents covering safeguarding, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- They consulted the Parent View website, where 17 parents and carers had posted responses.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. This is additional government funding for pupils who are known to be eligible for free school meals, in local authority care, or from families with a parent in the armed forces serving overseas.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Teachers in three of the seven classes have joined the school since its last inspection in December 2010.

What does the school need to do to improve further?

- Accelerate progress and raise attainment in English by giving pupils regular opportunities to practise the skills of extended writing, not just in English lessons but also across a range of other subjects.
- Increase the proportion of outstanding teaching and eliminate any teaching which is less than good, by giving teachers more opportunities to share ideas and expertise and learn from each other about what works best in the classroom.

Inspection judgements

The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills in communication, language and mathematics are below the levels typical for their age. From the outset they make good progress, and by the end of Year 6 their attainment in English and mathematics is in line with the national average. It is higher in reading and mathematics than in writing.
- Parents and carers, and pupils themselves, say that pupils' progress is good. There are no significant variations in achievement between boys and girls. Pupils supported by the pupil premium also achieve well. The pupil premium is used to provide extra staff and resources to ensure that these pupils' learning needs are met and that there is no gap between their achievement and that of other groups.
- Disabled pupils and those who have special educational needs achieve well. Their needs are swiftly and accurately identified and they receive good help and guidance in and out of lessons. The needs of pupils from minority ethnic heritages and the very few who speak English as an additional language are also met well, so they too make good progress.
- Reading standards are average. The most able pupils in Years 2 and 6 read fluently and with very good expression. They show skills beyond those expected for their age. Less-able pupils in these years read more hesitantly, but show they can cope with unfamiliar words using the 'segmenting' and 'blending' techniques that are used to promote reading skills at this age. Pupils talk with enthusiasm about the kind of books they enjoy reading and why they enjoy them.

The quality of teaching is good

- In planning work for their classes, teachers are careful to take account of what individual pupils already know, understand and can do. They make sure that lesson activities motivate pupils and challenge all ability groups at the right level.
- The progress made by disabled pupils and those who have special educational needs is tracked carefully to make sure that they are not disadvantaged in any way. Teachers and teaching assistants give them high-quality support, either within classes or in their own one-to-one or small-group activities nearby.
- Teachers ensure that lessons capture pupils' interest and make them want to learn. For example, a writing activity for older pupils based on the *The Snowman* was described as 'a favourite' by both boys and girls. Younger pupils were highly motivated in their mathematics work while learning about fractions, because they were cutting up pieces of fruit and cake. In the Reception class a 'life-size' model rocket, made by the children, motivated them highly in a wide range of role-play activities.
- Teachers' explanations are clear. They make good use of visual aids, computer technology, 'hands-on' tasks, games and competitions and activities against the clock to bring lessons to life and ensure that pupils learn at a good pace. Pupils do not become bored. They do not have to sit and listen passively for long periods.
- In the Early Years Foundation Stage staff interact constantly with the children. They take every opportunity to develop children's language, observational and social skills. Their patience and encouragement give children the confidence to try their hand at the activities on offer. These

activities are purposeful and varied, and promote different aspects of children's learning both indoors and out.

- Teachers' subject knowledge is good and they expect pupils to work hard. They mark work conscientiously, showing pupils clearly how well they are doing and giving them a clear indication of what they need to do next to make improvements. Pupils say they find these comments very helpful.
- Teachers make sure that pupils get the chance to practise and extend their mathematical and computer skills regularly across different subjects, and the reading diaries encourage pupils to read widely. However, teachers give pupils few opportunities to improve their writing skills by producing extended pieces of writing in lessons other than English.

The behaviour and safety of pupils are good

- High standards of behaviour, respect for others, and an eagerness to learn are the norm. The orderly atmosphere enables teachers to teach effectively and pupils to learn well. Teachers make clear the school routines and high expectations for behaviour and effort right from the start of the Early Years Foundation Stage, where children settle quickly and respond well because of the patience and encouragement shown by staff.
- Pupils are proud to serve their school by taking on jobs such as school councillors, librarians, lunchtime servers, or helping with the governors' frequent health and safety walks. Older pupils show sensitivity to the needs of others, for example by taking responsibility for them at lunchtime.
- Pupils and their parents and carers are confident that pupils are safe in school and free from harassment. Pupils show a good awareness of different types of bullying, including internet-based bullying. They have confidence in the school's response to any such instances if the need should arise. Older pupils produce helpful anti-bullying booklets for younger ones.
- Staff apply the school's behaviour policy consistently well, and pupils very clearly understand it. Parents and carers are happy with the way the school manages behaviour and ensures that inappropriate behaviour does not disrupt learning.
- The school gives good support to pupils whose circumstances may make them particularly vulnerable. This helps them to maintain high standards of attendance, behaviour and work, and make progress as well as other pupils.
- Pupils provide thoughtful responses when given opportunities to reflect on life's deeper issues during lessons or in assemblies. They show an interest in, and respect for, the views of others. They have insights into the diversity of modern society and are well prepared to take their places in it.

The leadership and management are good

- Leaders and managers are ambitious and have high expectations. They keep every aspect of the school's work under constant review, and have an accurate and sharply focused awareness of its strengths and weaknesses. As a result the school improvement plan sets out ambitious but realistic targets for ongoing improvement.

- The performance of staff is monitored carefully. Their salary progression is carefully watched and promotion is only given when thoroughly deserved. Staff training, much of it provided by the local authority, has led to marked improvements in the areas noted at the last inspection.
 - Key improvements since the last inspection include better marking of pupils' work that shows them more clearly how to improve it, sharper checking of what pupils are learning in lessons, and work that is now matched more closely to the pupils' individual needs.
 - Staff have good opportunities to share ideas and sharpen their classroom skills by observing each other's lessons and learning from them, and this has improved the quality of teaching. Teaching throughout the school is now mainly good. Some is outstanding, although leaders have not yet ensured that outstanding practice is widespread.
 - The local authority has helped teachers to check that the way they mark pupils' work in reading, writing and mathematics is in line with the standards agreed nationally. As a result teachers know accurately how well pupils are doing in relation to all pupils nationally.
 - Pupils enjoy a good range of well-attended out-of-school activities. These include music and sport organised in conjunction with other local schools, gardening and dancing. Visitors and visits provide memorable experiences. Older pupils go on residential visits, where adventurous outdoor activities help to develop their confidence and self-esteem.
 - Leaders ensure that there is no discrimination so all pupils, regardless of background or need, have full access to everything the school has to offer. Child protection and safeguarding are given a high priority. Leaders keep these areas under meticulous review so that legal requirements are met and good practice prevails.
 - **The governance of the school:**
 - The governing body is well organised and well informed. Governors are fully aware of the school's strengths and areas for improvement, and how well it performs against similar schools nationally. They provide valuable support for the headteacher, and contribute to shaping the school's direction to ensure that it continues to give pupils a good education. Governors are closely involved with the day-to-day work of the school. They make informal visits during the school day, as well as formal visits where they go into lessons, hold discussions with staff, and produce written reports. They have an accurate view of the quality of teaching and a good grasp of the way finances, including the pupil premium, are used to promote good achievement. Governors understand and monitor the way staff move up the salary scales, and check the quality of their teaching. They make sure that all national requirements for safeguarding and child protection are met, and that these areas are reviewed vigilantly. They play a full part in ensuring that all staff are vetted and pupils kept safe, including through regular training to keep their skills up to date.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122734
Local authority	Nottinghamshire
Inspection number	406110

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Sarah Sayer
Headteacher	Diane Speed
Date of previous school inspection	9 December 2010
Telephone number	01623 420244
Fax number	01632 420244
Email address	head@heatherley.notts.sch.uk

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